



**PARCC POLICY LEVEL DRAFT COLLEGE-READY
DETERMINATION POLICY AND PLDS FEEDBACK**

College-Ready Determination Policy and PARCC Performance Levels



The purpose of today's session is to answer any questions related to and seek comments from K-12 and postsecondary stakeholders on the information contained in:

- the proposed PARCC College-Ready Determination Policy
- the proposed policy- and general-content descriptors for PARCC Performance Levels

Addressing College and Career Readiness



- The knowledge and skills contained in the CCSS are necessary for success in both postsecondary education and the workplace
- Addressing career readiness is a priority for PARCC, and requires engaging representatives from the career and technical education and business communities
- The policy proposed in this presentation reflects K-12 and Higher Education Leadership Team discussions to date, which have focused on characterizing college readiness and defining entry-level, credit-bearing courses



College-Ready Determination

Meaning of a College-Ready Determination



- PARCC intends to make two College-Ready (CR) Determinations
 - Students who earn a **College-Ready Determination in ELA/literacy** will have demonstrated the knowledge and skills necessary to enter into and succeed in **entry-level, credit-bearing courses** in **College English Composition and Literature**, and **introductory courses requiring college-level reading in a range of disciplines**, such as history and the social sciences.
 - Students who earn a **College-Ready Determination in Mathematics** will have demonstrated the knowledge, skills, and practices* necessary to enter into and succeed in **entry-level, credit-bearing courses** in **College Algebra and Introductory Statistics**.

*The practices referred to here are the Standards for Mathematical Practice included in the Common Core State Standards.

Benefits of Earning a College-Ready Determination



- Students who earn a CR Determination will be exempt from having to take and pass placement tests designed to determine whether they are academically prepared to enter directly into entry-level, credit-bearing courses in English language arts and mathematics.
- The CR Determination is **not** intended to inform admission decisions or exempt students from taking tests designed to place them into more advanced courses than entry-level.

Criteria for Earning a College-Ready Determination



- CR Determinations will be awarded to students who achieve **Level 4*** on the designated PARCC high school assessments in ELA/literacy and mathematics.
- In order to achieve Level 4, students will need to demonstrate a **solid command** of the knowledge and skills embodied by the Common Core State Standards assessed on the designated PARCC high school assessments.
- Options for determining the specific PARCC high school assessments that will be used to make CR Determinations will be discussed at the September 2012 Governing Board meeting.

*The proposal is to report the results of PARCC assessments using five performance levels, Level 5 being the highest.

Maintaining a College-Ready Determination



- Policy states that postsecondary institutions/ systems **may impose additional requirements for maintenance**, such as continuous enrollment through graduation from high school in:
 - Courses offered through dual/concurrent enrollment; or
 - High school courses that build on the standards used to make the College-Ready Determination.

Standard-Setting/Validation Studies



The following statement will be used to inform standard-setting (determining cut scores for PARCC performance levels) and to conduct future studies to validate the efficacy of the CR Determinations.

- At least **75 percent** of the students who earn a College-Ready Determination by performing at level 4 in ELA/ literacy should earn college credit by attaining at least a grade of C or its equivalent in College English Composition or Literature, or introductory courses in disciplines requiring college-level reading, such as history and the social sciences.
- At least **75 percent** of the students who earn a PARCC College-Ready Determination by performing at Level 4 in Mathematics should earn college credit by attaining at least a grade of C or its equivalent in College Algebra or Introductory Statistics.



Proposed PARCC Performance Levels

Purposes of Performance Levels



- To report the results of assessment(s) used to make College-Ready Determinations (grade 11)
- To report the results of high school end-of-grade ELA/literacy assessments and end-of-course math assessments (grades 9 and 10)
- To report the results of end-of-grade assessments for grades 3-8

Proposed Number of Levels



Five levels are being proposed

No names for the levels have been proposed at this time; however, **Level 4** is pitched to a level of rigor currently described by **NAEP's Proficient Level** (solid command of the content). It is also the proposed level for earning a CR Determination.

Reasons for 5 levels:



Reasons for Five Levels (rather than four)

- PARCC assessments will support the accurate classification of student performance into five levels
- Five levels will help schools target assistance to students
- Five levels will provide states with options for using performance levels in various accountability mechanisms
- Five levels will provide increased opportunities for students, schools and districts to demonstrate growth
- The PARCC Technical Advisory Committee supports five levels

Components of Performance Levels



- Each of the proposed performance levels includes:
 - ***Policy claims***, which describe the educational implications for students at a particular performance level.
 - ***General content claims***, which describe the academic knowledge and skills students across grade levels performing at a given performance level are able to demonstrate. *

*Once general content claims are adopted, grade/course-specific content claims will be developed (e.g. grade 4 ELA/literacy, Algebra I)

General Definition of Each Level



- Level 5: **Superior** command of the knowledge, skills, and practices embodied by the CCSS assessed at the grade level/ course.
- Level 4: **Solid** command ...
- Level 3: **Partial** command ...
- Level 2: **Limited** command ...
- Level 1: **Very Limited** command ...

General Content Claims



- **In ELA/literacy, general content claims at each level describe how well students are able to**
 - Read and comprehend a range of sufficiently complex text independently
 - Write effectively when using and/or analyzing sources
 - Build and present knowledge through the integration, comparison, and synthesis of ideas
 - Use of context to determine the meaning of words and phrases
- **In Mathematics, the general content claims at each level describe how well students are able to**
 - Solve problems involving the major content with connections to the practices
 - Solve problems involving the additional and supporting content with connections to the practices
 - Express mathematical reasoning by constructing viable arguments
 - Solve real world problems, engaging particularly in the Modeling Practice
 - Demonstrate fluency (grades 3-6)

PLDs for Reporting Results of Assessments used to make College-Ready Determinations



- **Level 5**
 - **Superior command** of the knowledge and skills contained in the CCSS assessed
 - **Academically well prepared** to engage successfully in entry-level credit bearing courses in
 - **Exempt** from having to take and pass placement tests designed to determine whether they are prepared for entry-level, credit bearing courses without need for remediation
- **Level 4**
 - Solid command ...
 - Academically prepared ...
 - **Exempt** ...
- **Level 3**
 - Partial command ...
 - Will likely need academic support to engage successfully in entry-level, credit-bearing courses
 - **Not exempt** ...
- **Level 2**
 - Limited command ...
 - Will need academic support ...
 - **Not exempt** ...
- **Level 1**
 - Very limited command ...
 - Will need extensive academic support ...
 - **Not exempt** ...

PLDs for Reporting Results of Grades 9 and 10 Assessments



- **Level 5**
 - Superior command...
 - Academically well prepared to engage successfully in further studies in the content area
 - **On-track** to become academically prepared to engage successfully in entry-level, credit bearing courses in ...
- **Level 4**
 - Solid command ...
 - Academically prepared ...
 - **On-track** ...
- **Level 3**
 - Partial command ...
 - Will likely need academic support to engage successfully in further studies ...
 - Will likely need academic support to become prepared to engage successfully in entry-level
- **Level 2**
 - Limited command...
 - Will need academic support to engage successfully in further studies ...
 - Will need academic support to become prepared to engage successfully in entry-level ...
- **Level 1**
 - Very limited command ...
 - Will need extensive academic support to engage successfully in further studies ...
 - Will need extensive academic support to become prepared to engage successfully in entry-level ...

PLDs for Reporting Results of End-of-Grade Assessments for Grades 3-8



- **Level 5**
 - Superior command ...
 - Academically well prepared to engage successfully in further studies in the content area
- **Level 4**
 - Solid command ...
 - Academically prepared ...
- **Level 3**
 - Partial command
 - Will likely need academic support to engage successfully ...
- **Level 2**
 - Limited command ...
 - Will need academic support ...
- **Level 1**
 - Very limited command
 - Will need extensive academic support

Further concerns/comments?



Any further concerns you would like to share or comments you would like to make?

Thank you for your time, comments and questions!!